

# Individual Access and Inclusion Plan

Supporting Access to the ECCE Programme  
for Children with a Disability



# Overview

The Access and Inclusion Plan is completed by the pre-school manager, key worker or Inclusion Co-ordinator, in consultation with the child's parent/guardian/carer. Phone conversations with relevant professionals, visits to the service and observations of the child may also take place to inform the Individual Access and Inclusion Plan. A Better Start Early Years Specialist will facilitate the initial development of the plan.

The purpose of the Individual Access and Inclusion Plan is to support the development of enriched learning environments to support all children's meaningful participation in the ECCE setting over the duration of their ECCE programme. Necessary additional supports to enable the child's access and inclusion under Level 5 (Equipment, Appliances and Minor Alterations Capital Grant), Level 6 (Therapeutic Intervention) and Level 7 (Additional Assistance in the Pre-school Room) will be outlined in the plan. The document will be an active document that will remain in the service to continually plan for the child's needs. Interim reviews in relation to the child's inclusion within the setting are an essential part of the Access and Inclusion Plan. In the final stages of the child's ECCE programme, goals should be set to support the child's transition to primary school.

The Individual Access and Inclusion Plan will:

- Identify the key relationships
- Document the child's strengths and interests and identify the child's current needs
- List the goals identified for the child
- Document each goal under the following format:
  - Goal
  - Area of need
  - Strategies and approaches
  - Resources

- List of actions needed to achieve the goal
- The start date for each action
- A completion date for each action
- The person responsible for the action
- A progress or comment section to record updates
- A review status to record when the action is achieved/ withdrawn.
- Interim reviews should be documented using the following format:
  - Date of meeting
  - People present
  - Emerging or ongoing needs following the implementation of the initial supports and resources
  - Goals revisited/ new goals set out.
- Contain a log of contact between all relevant stakeholders involved in the child's plan.

# Sections of the Plan

## Key relationships

The people who are involved in the development and implementation of the Access and Inclusion Plan are identified in this section. The plan recognises the importance of the relationship between the parent, the preschool staff and other professionals working with the child.

## My strengths, interests and needs

This section identifies the child's strengths, particular interests and current needs. Knowing the child's strengths and interests is an essential tool for planning their meaningful participation in preschool.

## Goals

A brief outline of the goals are described at the start of the goal section of the plan. Goals are numbered throughout the document so they can be easily tracked. The goal's status should be filled in as 'achieved' or 'withdrawn'. In certain situations a goal may need to be withdrawn to reflect the changing needs of the child.

### *Important:*

*Identifying goals begins with describing the child's need. The need is categorised by the area as described in the Access and Inclusion Profile. The goal states how the need will be addressed. It may be necessary to identify a particular strategy or approach that will be used to achieve the goal. Resources needed can also be listed. The actions required to achieve the goal are listed. The start date and a date for completion by are stated. The person responsible for progressing the goal is named. Updates on the progress of the actions are recorded. The review status for each action is filled in once the action is achieved/ withdrawn.*

### **Interim review**

This section of the plan is used by the preschool staff, in partnership with the child's parents and relevant professionals to reflect on the child's learning and development. The child's current needs are identified and the Access and Inclusion Plan is updated accordingly.

### **Communication log**

This section documents contact between the people who may have input into the development and implementation of the plan. In a busy preschool environment, this will be a useful tool for keeping track of meetings, phone conversations, emails etc.

### **Signing off the Access and Inclusion Plan**

Parents, preschool staff, other professionals and initially the Better Start Early Years Specialist will sign off on the plan. Each interim review will also be documented and signed off by those involved.

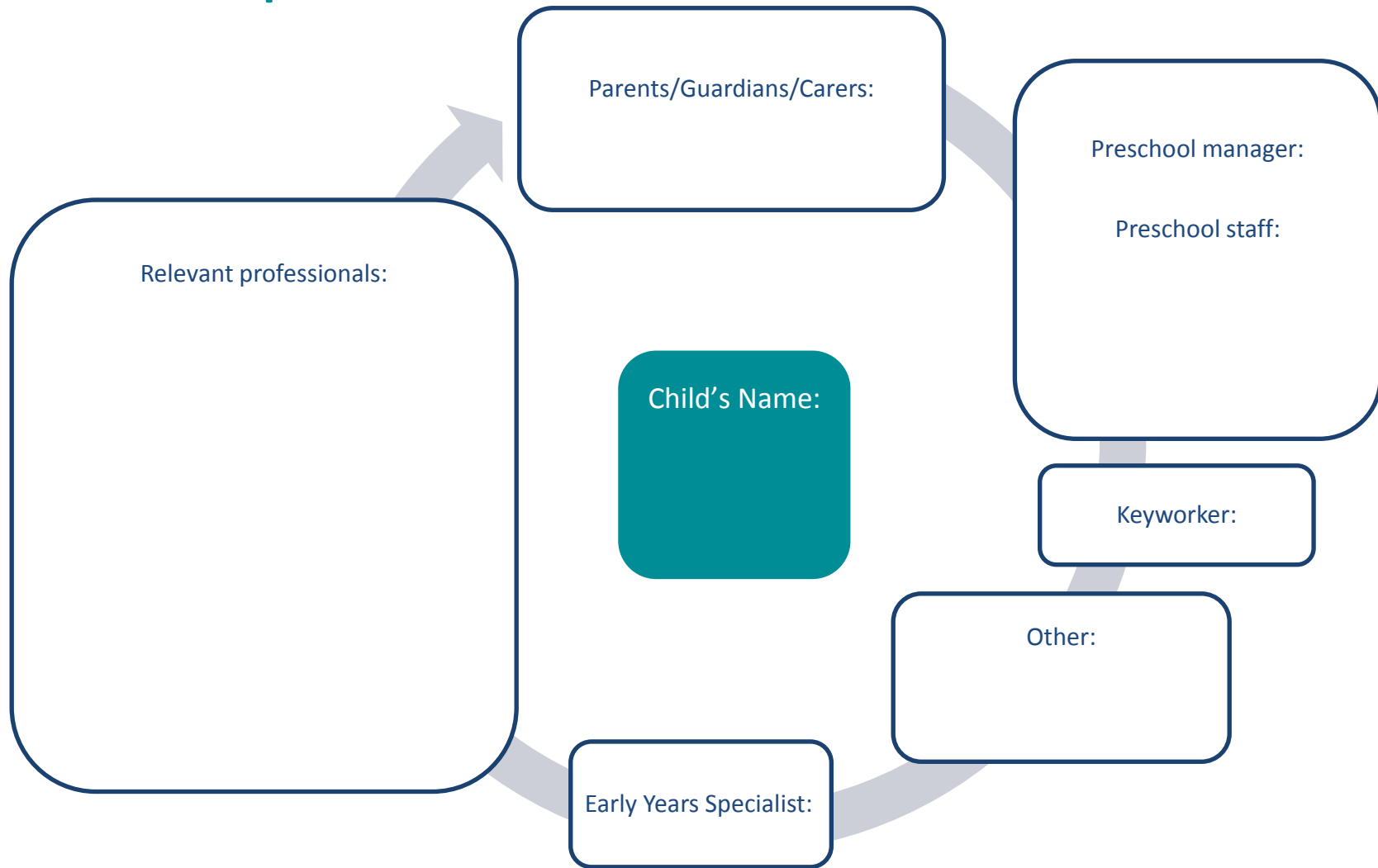
### **Role of the Better Start Early Years Specialist**

The role of the Early Years Specialist (Access and Inclusion) is to:

- Provide mentoring, information, advice and guidance, based on best practice.
- Work collaboratively with the service and parents/guardians/carers to support the implementation of the Access and Inclusion Plan through on site work, phone or email communication.
- Work in a respectful, transparent and fair manner at all times, being sensitive to the constraints and requirements of the service and the well-being of the children.



# Key Relationships



# My Strengths, Interests and Needs

<p>Here are some of my strengths</p>	
<p>Things that interest me include</p>	



**I have  
some needs  
as follows**

# Goals

Goal Number	Start Date	Area	My Need	Goal	Goal Status

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# Goal Number \_\_\_\_\_

<b>Description of need</b>					
<b>Area of need identified</b>	<input type="checkbox"/> Physical <input type="checkbox"/> Communication <input type="checkbox"/> Behaviour <input type="checkbox"/> Social Skills <input type="checkbox"/> Health				
<b>Goal</b>					
<b>Strategies and Approaches</b>					
<b>Resources</b>					
<b>Required Actions</b>	<b>Start Date</b>	<b>Date to be Completed by:</b>	<b>Person Responsible</b>	<b>Progress Comment</b>	<b>Review status</b>

<b>Goal number _____ continued...</b>					
<b><i>Required Actions</i></b>	<b>Start Date</b>	<b>Completion Date</b>	<b>Person Responsible</b>	<b>Progress Comment</b>	<b>Review status</b>

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<b>Goal number _____ continued...</b>					
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# Interim Review Document Number \_\_\_\_\_

<b>Date of Meeting</b>	
<b>People Present</b>	
<b>Emerging or ongoing needs following the implementation of the initial supports and resources</b>	
<b>Goals revisited/ New goals set out</b>	

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# Contact Log

Date	Person(s) Involved	Contact Type	Purpose	Outcome

# Signatures

## Better Start Mentoring

Title	Signature	Date
Parent / Legal Guardian / Carer		
Inclusion Co-ordinator / Pre-school Manager / Key Worker		
Early Years Specialist		
Other relevant professionals		

## Review Number \_\_\_\_\_

Title	Signature	Date
Parent / Legal Guardian / Carer		
Inclusion Co-ordinator / Pre-school Manager / Key Worker		
Early Years Specialist		
Other relevant professionals		

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